

# EL Common Entrance & Exit Criteria



Giving something extra puts students on top!

# Presenters

- Michelle Williams, Title III & Title IC Contracted Consultant, MDE
- Jackie Moase-Burke, Oakland County
- Sara Rainwater, Genesee ISD Consortia



# EL Advisory Subcommittee Members

- Oralia Cooper, Title III Consultant
- Alaina Dague, Intern to Shereen Tabrizi
- Jackie Moase-Burke, Oakland County
- Sara Rainwater, Genesee ISD Consortia
- Dr. Shereen Tabrizi, Manager, Special Populations
- Michelle Williams, Title III & Title IC Contracted Consultant



## OFS MISSION

Accelerate student achievement  
through school improvement  
by working as partners to  
maximize the allowable use  
of supplementary resources.



# Goals



- Adhere to federal requirements in establishing common entrance and exit criteria for LEP/EL.
- Accomplish objective 3.d of the Title III Strategic plan: Develop state approved models of entrance & exit criteria for Title III eligibility.





# Subcommittee Procedure

1. Surveyed LEAs, ISDs, PSAs and Consortia to gather information on current practices
2. Gathered information including: sources of research on EL assessments, other state examples of criteria, and technical information on the assessments used by local agencies
3. Set criteria for selection of approved assessments



# Subcommittee Procedure

4. Analyzed research and technical findings
5. Created documentation for the EL Advisory committee's review and for the field
6. Revised documentation in light of feedback from EL Advisory Committee and field



# Legal References

**LIMITED ENGLISH PROFICIENT** —The term 'limited English proficient', when used with respect to an individual, means an individual—

- (A) who is aged 3 through 21;
- (B) who is enrolled or preparing to enroll in an elementary school or secondary school;
- (C) (i) who was not born in the United States or whose native language is a language other than English;
  - (ii) (I) who is a Native American or Alaska Native, or a native resident of the outlying areas; and
  - (II) who comes from an environment where a language other than English has had a significant impact on the individual's level of English language proficiency; or
  - (iii) who is migratory, whose native language is a language other than English, and who comes from an environment where a language other than English is dominant; and
- (D) whose difficulties in speaking, reading, writing, or understanding the English language may be sufficient to deny the individual—
  - (i) the ability to meet the State's proficient level of achievement on State assessments described in section 1111(b)(3);
  - (ii) the ability to successfully achieve in classrooms where the language of instruction is English; or
  - (iii) the opportunity to participate fully in society.

**TITLE IX of ESEA —SEC. 9101**





# Legal References

To be classified as LEP, an individual must meet the criteria of A, B, C and D in the definition on the previous slide.

- To meet the criteria for C, an individual can meet the criteria of any of i, ii or iii.
- If the criterion to meet C is ii, then the individual must meet the criteria of both I and II.
- To meet the criteria for D, an individual must be denied one of the three listed, i or ii or iii.

(EDFACTS, 2011)



# Legal References

It is the definition of Limited English Proficient that guides the Entrance and Exit criteria needed for qualifying for *alternative language programs*.

- 1) The student must obtain proficiency on the state standardized assessments as required by Title I of ESEA, Section 1111(b)7.
- 2) LEP students must be able to meet the same challenging standards that are required of all students Title I of ESEA, Section 1111(b)1 and 1111(b)3.



## **Title III. Section 3116. Local Plans**

**(d) Each local plan shall also contain assurances that –**

(2) The eligible entity annually will assess the English proficiency of all children with limited English proficiency participating in programs funded under this grant;



## **Title III. Section 3116. Local Plans**

**(d) Each local plan shall also contain assurances that –**

(4)The eligible entity will ensure that the programs will enable children to speak, read, write and comprehend the English language and meet challenging State academic content and student academic achievement standards;



# Limited English Proficient & English Learner Terminology

## **LEP & EL**

- **Used interchangeably**
- **LEP: federal & state legal term**
- **EL: common alternative term**



# Alternative Language Program

*"Where inability to speak and understand the English language excludes national origin-minority group children from effective participation in the educational program offered by a school district, the district must take affirmative steps to rectify the language deficiency in order to open its instructional program to these students."*

From the OCR May 25, 1970 Memorandum

## EQUITABLE SERVICES





# 1974

## **Lau v. Nichols, 414 U.S. 563**

There is no equality of treatment merely by providing students with the same facilities, textbooks, teachers and curriculum – for students who do not understand English are effectively foreclosed from any meaningful education. We know that those who do not understand English are certain to find their classroom experiences wholly incomprehensible and in no way meaningful.





# ENTRANCE

# CRITERIA

# Entrance Criteria

The ELPA screener  
(or a review of the previous year's ELPA)  
**is required**

of any student who indicates a language other than English for either of the two questions required by the Home Language Survey.

Results must be less than a year old.



# Entrance Criteria

After administering ELPA Screener to determine eligibility,

**If an LEA believes a student still may not qualify for  
*an alternative language program***

[i.e.. the student has scored AP on the screener and is not in Pre-K],  
the LEA may administer one of the approved  
Reading and Math assessments.

**The student must be performing at or above grade level in  
both Reading and Math.**



# Entrance Criteria

If the student is not performing at or above grade level in both areas, he/she qualifies for an alternative language program.

The LEA must code these students as LEP and provide services as required by OCR and Title III.



# Pre-K Entrance Criteria

## Entrance

All Pre-K students qualify as LEP based on the Home Language Survey.

This applies to school-based, non-profit programs serving 3-5 year olds.





# Kindergarten Entrance Criteria

## Before December 1<sup>st</sup>

### Entrance

All K students qualify as LEP based on the Home Language Survey.



# Kindergarten Entrance Criteria

## Before December 1<sup>st</sup>

The ELPA Screener must be administered to all Kindergarten students whose home language survey indicates a language other than English.



# Kindergarten (after December 1) – Second Grade Entrance Criteria

ELPA/ELPA Screener	Reading	Math
<p><i>ELPA Screener [after December 1<sup>st</sup>]:</i> Student scores below Advanced Proficient.</p> <p><i>Annual Spring ELPA</i> from previous year's cycle: Student scores <i>Basic, Low Intermediate, High Intermediate</i></p>	Student scores below grade level as defined by the assessment.	
	<ul style="list-style-type: none"> <li>• MLPP: Michigan Literacy Progress Profile</li> <li>• Star Early Literacy</li> <li>• DIBELS Next</li> <li>• Fountas &amp; Pinnell</li> <li>• DRA: Developmental Reading Assessment version 2 (1<sup>st</sup> &amp; 2<sup>nd</sup>)</li> <li>• Discovery Education Assessments</li> <li>• AIMSweb – both CBM and MAZE subtests</li> <li>• Woodcock Muñoz Complete Battery 2005/2010 Editions</li> <li>• LAS Links: Language Assessment Scales</li> </ul>	Local Common Assessments aligned to state standards and benchmarks.

**Student meets one or more of the above criteria to enter EL alternative language program.**

# Third – Eighth Grade Entrance Criteria

ELPA/ ELPA Screener	Reading	Math
<p><i>ELPA Screener:</i> Student scores below Advanced Proficient.</p> <p><i>Annual Spring ELPA from previous year's cycle:</i> Student scores <i>Basic, Low Intermediate, High Intermediate</i></p>	<p>Student scores <i>not proficient</i> or <i>partially proficient</i> on one or more state standardized test, or below grade level as defined by the assessment listed.</p>	
		<p><b>MEAP</b> (or MEAP Access/MiAccess as applicable)</p> <ul style="list-style-type: none"><li>• Reading</li><li>• Writing (4<sup>th</sup> &amp; 7<sup>th</sup>)</li><li>• Math</li></ul>

**Student meets one or more of the above criteria to enter EL  
alternative language program.**



## **If a student's MEAP scores are unavailable,**

districts may elect to use one of the approved, alternate assessments for determining grade level performance in reading in addition to administering the ELPA screener or procuring recent ELPA results.



Students must also demonstrate grade level achievement on local common assessments in math.

Results must be less than a year old.





# Third – Eighth Grade Entrance Criteria

**If MEAP is unavailable**

ELPA	Alternative Reading Assessments	Math
<p><i>ELPA Screener:</i> Student scores below Advanced Proficient.</p> <p><i>Annual Spring ELPA from previous year's cycle:</i> Student scores <i>Basic, Low Intermediate, High Intermediate</i></p>	<p>Student scores below grade level as defined by the assessment.</p> <ul style="list-style-type: none"> <li>❖ AIMSWeb- both CBM and MAZE subtests</li> <li>❖ DIBELS Next (3<sup>rd</sup> – 5<sup>th</sup>)</li> <li>❖ Discovery Education Assessments</li> <li>❖ DRA: Developmental Reading Assessment version 2</li> <li>❖ Fountas &amp; Pinnell</li> <li>❖ LAS Links: Language Assessment Scales</li> <li>❖ QRI-5: Qualitative Reading Inventory (6<sup>th</sup> – 8<sup>th</sup>)</li> <li>❖ Scantron Performance Series (6<sup>th</sup> – 8<sup>th</sup>)</li> <li>❖ SRI: Scholastic Reading Inventory (6<sup>th</sup> – 8<sup>th</sup>)</li> <li>❖ Star Reading</li> <li>❖ Woodcock Muñoz Complete Battery 2005/2010 Editions</li> </ul>	<p>Local Common Assessments aligned to state standards and benchmarks.</p>

**Student meets one or more of the above criteria to enter EL alternative language program.**

# Ninth – Twelfth Grade Entrance Criteria

ELPA/ ELPA Screener	Reading	Math
<i>ELPA Screener:</i> Student scores below Advanced Proficient.	Student scores <i>not proficient</i> or <i>partially proficient</i> on one or more state standardized test, or below grade level as defined by the assessment listed.	
<i>Annual Spring ELPA from previous year's cycle:</i> Student scores <i>Basic, Low Intermediate, High Intermediate</i>	<b>MME</b>  Reading Writing Math	

**Student meets one or more of the above criteria to enter EL  
alternative language program.**



# Ninth – Twelfth Grade Entrance Criteria

**If MEAP is unavailable**

ELPA	Alternative Assessments	Math
<p><i>ELPA Screener:</i> Student scores below Advanced Proficient.</p> <p><i>Annual Spring ELPA</i> from previous year's cycle: Student scores <i>Basic, Low Intermediate, High Intermediate</i></p>	<p>Student scores below grade level as defined by the assessment.</p> <ul style="list-style-type: none"><li>❖ Discovery Education Assessments</li><li>❖ LAS Links: Language Assessment Scales</li><li>❖ QRI - 5: Qualitative Reading Inventory</li><li>❖ Scantron Performance Series</li><li>❖ SRI: Scholastic Reading Inventory</li><li>❖ Star Reading</li><li>❖ Woodcock Muñoz Complete Battery 2005/2010 Editions</li></ul>	<p>Local Common Assessments aligned to state standards and benchmarks.</p>

**Student meets one or more of the above criteria to enter EL alternative language program.**



# **Special Circumstances:**

## **In State Moves of FLEP students**

If a student was exited by another district within the state of Michigan, the receiving district must determine if the student is still at or above grade level in reading and math.



# Special Circumstances:

## In State Moves of FLEP students

Prior to June 2012, each LEA or consortium established its own criteria for entrance and exit of LEP students from the EL Program.

Receiving LEAs have two choices when enrolling FLEP students from another LEA:

- FLEP students may re-enter the EL Program if there are concerns
- The receiving district may uphold the sending district's exit status and monitor the student's progress



# Students who do not qualify as Limited English Proficient

- Are not coded in MSDS as EL/LEP
- Do not take the full ELPA in the spring
- Are monitored for academic achievement with the general education population
- May be identified for Title I or 31a services
- May enter or re-enter the EL/LEP program at a later time



# Scenario 1:



- 9<sup>th</sup> grade
- Enrolling from Michigan district
- Language other than English
- ELPA: Proficient on previous spring
- Last year: alternative language services – ESL teacher consultant, after-school tutoring
- MEAP: Partially Proficient on Reading



# Scenario 1:



Student qualifies for an alternative language program since one of the criteria as met: partially proficient on MEAP.





## Scenario 2:



6<sup>th</sup> grade

- Enrolling in October from a different state
- Language other than English
- In US schools since Kindergarten
- ELPA Screener: Advanced Proficient
- Reading assessment: 2 years below grade level; patterns of decoding errors
- Math assessment: 75% on 6<sup>th</sup> grade assessment



## Scenario 2:



The student qualifies for an alternative language program since he meets at least one of the criteria: below grade level performance in reading.



## Scenario 3:



- 2<sup>nd</sup> grade
- Enrolls in December
- Language other than English
- First enrollment in US schools
- Enrolled in school for two years in home country
- ELPA Screener: Basic



## Scenario 3:



The student qualifies for an alternative language program since at least one of the criteria was met: score of Basic on the ELPA screener.



## Scenario 4:



4<sup>th</sup> grade

- Attending same school since kindergarten
- Language other than English is reported for native language after discussing home language survey with trained office personnel
- ELPA Screener: Advanced Proficient
- 3<sup>rd</sup> grade MEAP reading : 1
- 3<sup>rd</sup> grade MEAP math : 1



## Scenario 4:



4<sup>th</sup> grade

The student is not eligible for an alternative language program. He scored Advanced Proficient on the ELPA screener and was above grade level in Reading in Math.

He met zero of the three criteria.





**EXIT**

**CRITERIA**



# Exit Criteria

- Students **must** have results from the annual spring ELPA assessment to be considered for Exit.
- Students **must not** be exited from ELPA Screener results. Only the full ELPA results are used when determining Exit eligibility.





# Exit Criteria

- Students **must** demonstrate at or above grade level performance in Reading and Math on State Standardized tests on the schedule put forth by Title I.



# Legal References

## ESEA/NCLB 9101 Definitions

(25) **LIMITED ENGLISH PROFICIENT** —The term 'limited English proficient', when used with respect to an individual, means an individual—

(D) whose difficulties in speaking, reading, writing, or understanding the English language may be sufficient to deny the individual—

**(i) the ability to meet the State's proficient level of achievement on State assessments described in section 1111(b)(3);**



# Pre-K

## Exit

No exit for Pre-K.

- Identified LEP Pre-K students (going into Kinder)
- administered the ELPA Screener using the Pre-K form or Level 1
  - provided services according to their language proficiency level



# The Use of Norm Referenced Assessments as Criteria for Determining Exit



# Kindergarten – Second Grade Exit Criteria

ELPA	Reading	Math
Student receives an overall proficiency score of <i>Proficient or Advanced Proficient</i> .	Student scores at or above grade level as defined by the assessment.	
	<ul style="list-style-type: none"><li>- AIMSweb – both CBM and MAZE subtests</li><li>- DIBELS Next</li><li>- Discovery Education Assessments</li><li>- DRA: Developmental Reading Assessment version 2 (1<sup>st</sup> &amp; 2<sup>nd</sup>)</li><li>- Fountas &amp; Pinnell</li><li>- LAS Links: Language Assessment Scales</li><li>- MLPP: Michigan Literacy Progress Profile</li><li>- Star Early Literacy</li><li>- Woodcock Muñoz Complete Battery 2005/2010 Editions</li><li>- <i>Gates McGinitie*</i></li><li>- <i>ITBS: Iowa Test of Basic Skills*</i></li><li>- <i>NWEA: Northwest Evaluation Association*</i></li><li>- <i>Terra Nova*</i></li></ul>	Local Common Assessments aligned to state standards and benchmarks.

**Student meets all three of the above criteria to be considered for exit from the EL alternative language program.**

# Kindergarten – Second Grade: Exit

- It is recommended that students are kept in the EL program up to third grade and considered for exiting only after obtaining state content assessment results in reading and math.



# Kindergarten – Second Grade: Exit

- Assessments administered below third grade may not reflect the cognitive and linguistic complexity needed to successfully demonstrate English academic language proficiency.



# Kindergarten – Second Grade: Exit

- To prevent premature exit from the EL alternative program that may make students susceptible to failure at later grade, EL students must demonstrate proficiency with more cognitively and linguistically complex tasks.





# Kindergarten – Second Grade: Exit

- In lieu of exiting EL services, consultation by a highly-qualified Bilingual/ESL teacher with regular progress checks may be a component of the alternative language programming provided to students who have met all three criteria.



# Third – Eighth Grade Exit Criteria

ELPA	Reading	Math
Student receives an overall proficiency score of <i>Proficient or Advanced Proficient</i> .	Student scores at the Proficient or Advanced Proficient level.	
	<b>MEAP</b> (or MEAP Access/MiAccess as applicable) <ul style="list-style-type: none"><li>• Reading</li><li>• Writing (4<sup>th</sup> &amp; 7<sup>th</sup>)</li><li>• Math</li></ul>	

**Student meets all three of the above criteria to exit the EL alternative language program.**



# Third – Eighth Grade Exit Criteria

**If MEAP is  
unavailable**

ELPA	Reading: Alternative Assessments	Math
Student receives an overall proficiency score of <i>Proficient</i> or <i>Advanced Proficient</i> .	Student scores at or above grade level as defined by the assessment.	
	<ul style="list-style-type: none"> <li>❖ AIMSWeb – both CBM and MAZE</li> <li>❖ DIBELS Next (3<sup>rd</sup> – 5<sup>th</sup>)</li> <li>❖ Discovery Education Assessments</li> <li>❖ DRA: Developmental Reading Assessment version 2</li> <li>❖ Fountas &amp; Pinnell</li> <li>❖ LAS Links: Language Assessment Scales</li> <li>❖ QRI-5: Qualitative Reading Inventory (6<sup>th</sup> – 8<sup>th</sup>)</li> <li>❖ Scantron Performance Series (6<sup>th</sup> – 8<sup>th</sup>)</li> <li>❖ SRI: Scholastic Reading Inventory (6<sup>th</sup> – 8<sup>th</sup>)</li> <li>❖ Star Reading</li> <li>❖ Woodcock Muñoz Complete Battery 2005/2010 Editions</li> <li>❖ <i>ACT PLAN/EXPLORE*</i> (8<sup>th</sup>)</li> <li>❖ <i>Gates McGinitie*</i></li> <li>❖ <i>ITBS: Iowa Test of Basic Skills*</i></li> <li>❖ <i>Terra Nova*</i></li> <li>❖ <i>NWEA: Northwest Evaluation Association*</i></li> </ul>	Local Common Assessments aligned to state standards and benchmarks.

**Student meets all of the above criteria to exit the EL  
alternative language program.**

# Ninth – Tenth Grade Exit Criteria

ELPA	Reading	Math
Student receives an overall proficiency score of <i>Proficient</i> or <i>Advanced Proficient</i> .	Student scores at or above grade level as defined by the assessment.	
	<ul style="list-style-type: none"> <li>❖ Discovery Education Assessments</li> <li>❖ LAS Links: Language Assessment Scales</li> <li>❖ QRI-5: Qualitative Reading Inventory</li> <li>❖ Scantron Performance Series</li> <li>❖ SRI: Scholastic Reading Inventory</li> <li>❖ Star Reading</li> <li>❖ Woodcock Muñoz Complete Battery 2005/2010 Editions</li> <li>❖ <i>NWEA: Northwest Evaluation Association*</i></li> <li>❖ <i>ITBS: Iowa Test of Basic Skills*</i></li> <li>❖ <i>Gates McGinitie*</i></li> <li>❖ <i>Terra Nova*</i></li> <li>❖ <i>ACT PLAN/EXPLORE *</i></li> </ul>	Local Common Assessments aligned to state standards and benchmarks.

**Student meets all of the above criteria to exit the EL alternative language program.**



# Eleventh - Twelfth Grade Exit Criteria

ELPA	Reading	Math
Student receives an overall proficiency score of <i>Proficient</i> or <i>Advanced Proficient</i> .	Student scores at the Proficient or Advanced Proficient level.	
	Reading, Writing MME	Math MME

**Student meets all of the above criteria to exit the EL alternative language program.**



# Eleventh - Twelfth Grade Exit Criteria

Since most twelfth grade students will be exited from the alternative language program upon graduation, when needed twelfth grade may use the previous spring's MME results for placement or exit determination.



# Eleventh - Twelfth Grade Exit Criteria

**If MEAP is unavailable**

ELPA	Reading: Alternative Assessments	Math
Student receives an overall proficiency score of <i>Proficient</i> or <i>Advanced Proficient</i> .	Student scores at or above grade level as defined by the assessment.	
	<ul style="list-style-type: none"><li>❖ Discovery Education Assessments</li><li>❖ LAS Links: Language Assessment Scales</li><li>❖ QRI-5: Qualitative Reading Inventory</li><li>❖ Scantron Performance Series</li><li>❖ SRI: Scholastic Reading Inventory</li><li>❖ Star Reading</li><li>❖ Woodcock Muñoz Complete Battery 2005/2010 Editions</li><li>❖ <i>NWEA: Northwest Evaluation Association*</i></li><li>❖ <i>ITBS: Iowa Test of Basic Skills*</i></li><li>❖ <i>Gates McGinitie*</i></li><li>❖ <i>Terra Nova*</i></li><li>❖ <i>ACT PLAN/EXPLORE *</i></li></ul>	Local Common Assessments aligned to state standards and benchmarks.

**Student meets all of the above criteria to exit the EL alternative language program.**



# ACT Benchmark Scoring

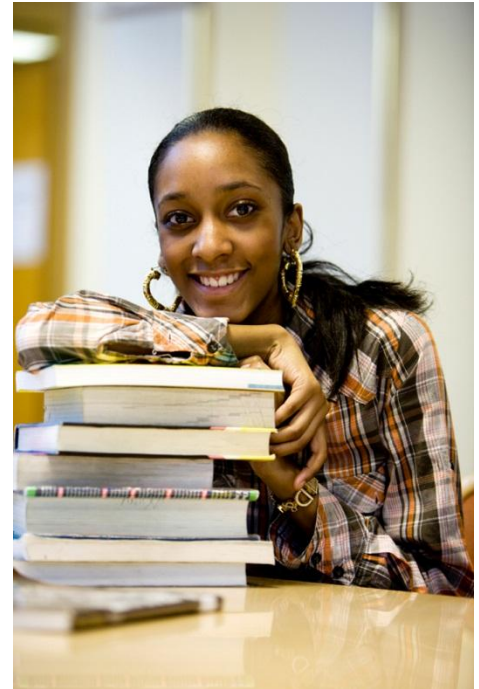
	Composite Score Range	Minimum Score Necessary for Exit		
		Reading	English	Math
EXPLORE – 8 <sup>th</sup> grade	1 to 25	15	13	17
EXPLORE – 9 <sup>th</sup> grade	1 to 25	16	14	18
PLAN – 10 <sup>th</sup> grade	1 to 32	17	15	19
ACT – 11 <sup>th</sup> & 12 <sup>th</sup> grade	1 to 36	21	18	22





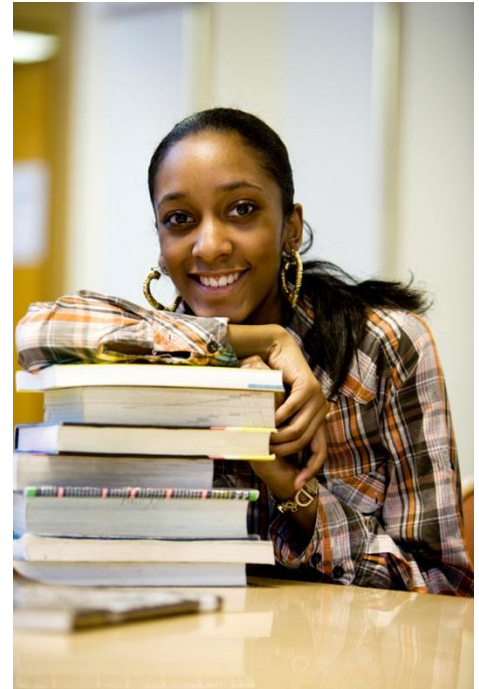
# Scenario 1:

- 11<sup>th</sup> grade student
- ELPA: Proficient
- MME: Proficient in all areas



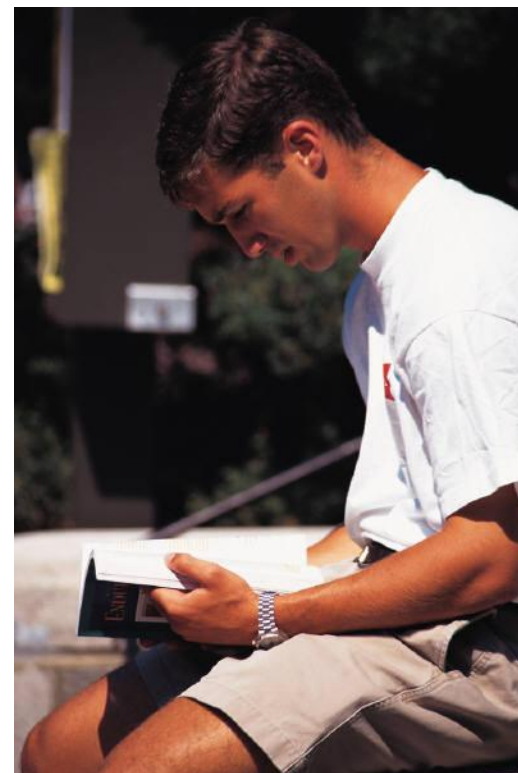
# Scenario 1:

- Exited from EL services
- Reclassified as FLEP
- Monitored for 12<sup>th</sup> grade year as a FLEP student



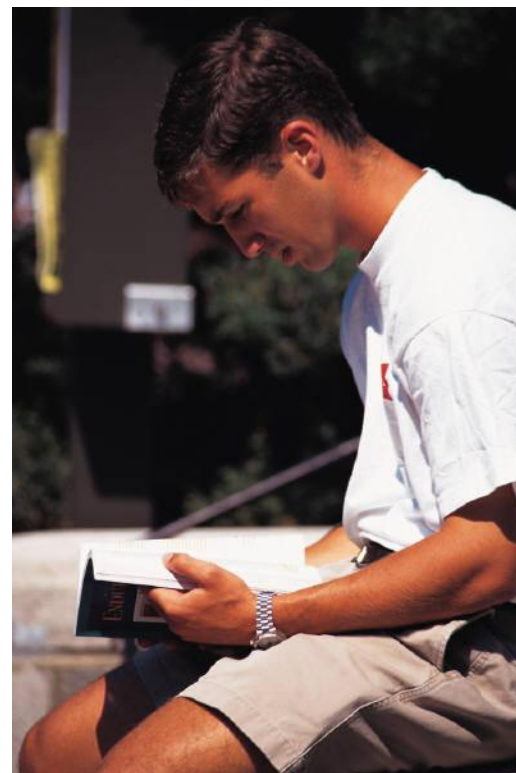
## Scenario 2:

- 9<sup>th</sup> grade
- ELPA: Advanced Proficient
- MEAP: over one year old
- ACT English: 12
- ACT Math: 15



## Scenario 2:

Since the student did not make the minimum scores for demonstrating grade level proficiency in English or Math, the student remains eligible for services.



# Scenario 3:

- 2<sup>nd</sup> grade
- ELPA: Advanced Proficient
- Alternative Reading Assessment: DRA – met minimum score for grade level proficiency
- Math: performing at grade level.



# Scenario 3:

- Two Possible Options
- The school determines that he will remain eligible for services until after he receives MEAP scores in third grade.



# The Role of Teacher Input

- Teacher input is an important factor in designing the alternative language program of services and determining what additional, supplemental a student may need.
- Teacher input complements the data and is not in lieu of the data.



# The Role of Parent Input

- Parent input is an important factor in designing the alternative language program of services and determining what additional, supplemental a student may need.
- Parents not wishing EL services have the right to waive services for their child.





# Special Circumstances:

## Special Education

**In progress**

- Any considerations for referrals to special education should include the representation of Bilingual/ESL certified staff at the onset of the process. This would include Response to Intervention (RtI) processes that the LEA may utilize for determining pre-referral interventions.
- We are awaiting additional guidance from the US Department of Education.



# **Special Circumstances:**

## **Migrant Students**

**Eligible Migrant Students with a QAD  
that is less than 1 year old.**

Administer one of the secondary language tests on  
the list of approved assessments

- Woodcock Muñoz Complete Battery 2005/2010 Editions,  
or
- LAS Links: Language Assessment Scales.



# Special Circumstances:

## Migrant Students

- **If** the student scores in the proficient range on the secondary language assessment
  - **And** is at or above grade level in Reading on MEAP, or an alternative approved assessment,
  - **And** the student demonstrates grade level or above performance on the local Math assessment.
- **Then** the student meets the requirements for exit and may be exited from the EL program using MSDS code 50: Proficient.



# Special Circumstances:

## Migrant Students

- Maintain records at the local level. This documentation may be requested by MDE for validation of exit status.



# Special Circumstances:

Students who are not physically present in Michigan during ELPA testing

Administer one of the secondary language tests on the list of approved assessments

- Woodcock Muñoz Complete Battery 2005/2010 Editions, or
- LAS Links: Language Assessment Scales.



# Special Circumstances:

Students who are not physically present in Michigan during ELPA testing

- **If** the student scores in the proficient range on the secondary language assessment
  - **And** is at or above grade level in Reading on MEAP, or an alternative approved assessment,
  - **And** the student demonstrates grade level or above performance on the local Math assessment.
- **Then** the student meets the requirements for exit and may be exited from the EL program using MSDS code 50: Proficient.



# Special Circumstances:

Students who are not physically present in Michigan during ELPA testing

- Maintain records at the local level. This documentation may be requested by MDE for validation of exit status.



# Additional Elements

- ❖ Guiding Principles from ELPS
- ❖ Additional Comments section





# Adding Additional Assessments

To request that additional assessments be reviewed for inclusion in the approved list for Entrance/Exit Criteria, email the request to [OFSSpecialPops@michigan.gov](mailto:OFSSpecialPops@michigan.gov) along with the contact information of the person making the request, the name of the district requesting, the full name and publication date of the assessment, and an explanation of how the assessment results will support entrance and exit determinations.



If you have concerns or questions  
about the content,  
please email Shereen Tabrizi.

**TabriziS@michigan.gov**  
**517. 373.6066**



# Thank you!

Additions, comments, questions,  
ideas and suggestions are  
appreciated!



*Giving something extra puts students on top!*